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## THE WORK OF THE INTERMEDIATE SCHOOLS OF LOS ANGELES<sup>1</sup>

The principals of the Los Angeles City Intermediate Schools herein submit a brief report of the work undertaken in the intermediate schools during the school year 1913-14.

We take the liberty of quoting from the report of the Committee on Readjustment of the Course of Study and the Certification of Teachers, of which Committee Dr. Alexander F. Lange, dean of the College of Education, University of California, was chairman. The report as presented to the Council of Education and printed in the *Sierra Educational News*, September, 1912, refers among other matters of vital importance to the establishment of intermediate schools, in part, as follows:

In the judgment of the committee and in agreement with a growing national tendency, an adequate readjustment of the course of study calls for a revision of the traditional grouping of the grades constituting the "educational ladder." Both the first two years of the typical American college and the last two years of the typical American grammar school belong within the boundary lines of secondary education. In other words, the end of the sixth grade and the end of the fourteenth grade should be regarded as points of articulation, along with other points to be discussed later on. It is coming to be generally recognized that under our present arrangements secondary education begins too late and that for the majority of the high-school graduates it ends too early, while for those who take a full college course it again ends too late if the whole of such a course is devoted to purely cultural or man-centered aims.

The reason for selecting the end of the sixth grade and the end of the fourteenth grade as points of articulation may be summarized as follows:

i. On physiological and the psychological grounds, such regrouping is better adapted to the stages of development from childhood to manhood and womanhood.

<sup>1</sup> At the request of the editors of the *Elementary School Journal*, Superintendent Francis, of the schools of Los Angeles, California, has given his permission to publish a communication which was addressed to him in the form of a report by those who are responsible for the details of the organization of the intermediate schools of that city. The report is presented without any attempt to change the form in which it was originally submitted to the superintendent of schools of Los Angeles.

2. The economic conditions of modern American life are such that, by regrouping thus, more complete and more continuous educational opportunities can be devised for more individuals, both at or near the end of the elementary-school period and at or near the end of the secondary-school period.

3. The conception of a six- or eight-year secondary period renders it practically far easier to plan equitably and adequately for the complete needs, cultural and vocational, of all adolescents.

4. Such a regrouping is in agreement with the best European experience and practice, but voids the social cleavage of the old world. Moreover, American state universities already recognize more or less explicitly the end of the fourteenth grade as the turning-point from secondary education to university training.

The committee notes with satisfaction the progress of the plan whereby the pupils of the seventh, eighth, and ninth grades are grouped together. The plan tends to break up the traditional notions about the grouping of grades. It secures prolongation of formal education for many who would otherwise drop out of school. It furnishes an opportunity through optional courses for better occupational preparation as well as better preparation for the more advanced high-school grades. Above all, it facilitates the closing of the gap that now exists between the material and methods of the grammar school and those of the high school.

An examination of the percentage of attendance in the various grades of the Los Angeles City School, 1896 to 1911, shows that the average "dropping out" in the higher grades as based on relative enrolment of pupils was as follows: fifth grade, 18 per cent; sixth grade, 20 per cent; seventh grade, 30 per cent; eighth grade, 17 per cent; ninth grade, 54 per cent; tenth grade, 45 per cent; eleventh grade, 28 per cent.

It will be noted that most of the pupils completing the eighth grade entered the high school, but that more than three-fourths of them did not enter the eleventh year. The causes of this falling out are many, but lie chiefly in the fact that the average pupil has not been prepared through his experiences in the grammar school to meet the problems which enter his life as a high-school student.

In the ordinary grammar school we have pupils of all ages from six to sixteen, and if a kindergarten be connected with the school, as it usually is, from four to sixteen years. The extremes in such a case are very great, and it will be impossible to have a school

which will return the most for either group, the adolescents or the preadolescents. A school to be successful must be a social unit; but if the extremes in the moral, physical, and intellectual development of its members be great the institution will usually develop at one end or the other. If the school be managed for the good of children who need motherly care and watchfulness (this is the case in elementary schools), then the older children are deprived of the freedom necessary for their development. The great majority of these pupils, lacking individuality and initiative, are not prepared for the freedom allowed them as members of a high school. This is evidenced by a neglect of lessons, irregular attendance, and a dropping out of school.

In the intermediate school, however, every precaution is used to avoid the break between the sixth and seventh years that formerly existed between the eighth and ninth. Here the transition from grade work to departmental work is more gradual.

The restless, changing period of adolescence covers about three years, including generally the period of the seventh, eighth, and ninth grades of school. In these grades the interests are similar and methods of discipline should be about the same for all but very different from those of the lower grades. Under careful guidance, children reaching out after the responsibilities of life are given an opportunity to assume them.

The teachers who would be the friends and advisers in this new plan must be chosen with great discrimination. The handling of children from eleven to sixteen years of age requires a broad sympathy that is founded only on wide experience, and preparation must be quite complete. Boys and girls of this age are prone to be critical of their elders, yet childlike and imitative. They are at the age when hero-worship is a great factor in their development. How important, therefore, that the personality of the teacher be an inspiration to them.

The work is specialized, and the general plan of organization is the same as that of a high school. The value of the mother-teacher of the elementary school is remembered, and the work is so planned as to avoid a break between the elementary and intermediate school.

## COURSE OF STUDY

*English.*—The first and fundamental requirement in any process of education is the acquisition of the language. Its necessity is so imperative that English is made a solid in every course and year of the intermediate school. The subject is divided into five branches: technical grammar, composition, literature, oral expression, and spelling.

To create a love for literature is to provide the pupil with one of the most potent forces for future self-education as well as a means of ever-increasing enjoyment. By the use of literary masterpieces in the seventh and eighth grades as well as in the ninth, the scope of the reading-lesson is enlarged. The library, which is maintained in each school, supplies many magazines and books, and, since its management is largely in the hands of the pupils themselves, an intimate association with books is encouraged.

An increased interest in technical grammar is due largely to the fact that 70 per cent of the pupils in the intermediate school study a foreign language. As a language is usually begun in Grade VII B, the necessity for technical grammar as a basis of correct sentence structure is early emphasized. Special classes have been organized for backward pupils or those who have found difficulty in some phase of the English work.

Better opportunities are offered in composition through the school paper and programs given in the school auditorium. Oral expression is given special attention and is emphasized in book reviews, plays, and debates.

Spelling is made a distinct branch of daily work and every pupil is required to spell regularly.

*Mathematics.*—The work in mathematics consists of arithmetic in the seventh grade, algebra in the eighth and first half of the ninth, and geometry in the last half of the ninth grade. Commercial arithmetic is offered as a required subject for pupils in the commercial course in the ninth grade. Arithmetic is required of all pupils in the seventh grade. The VII B work includes the material usually offered in that grade plus a large amount of review work made possible by reason of the greater time devoted to the subject. In grade VII A the girls and boys are separated into

different classes and the work is varied accordingly. With the boys the emphasis is put upon the practical side of arithmetic in connection with shop problems, etc., while the girls are taught household accounting, house furnishing, division of recipes, etc.

In algebra three terms are devoted to what is usually done in the first year in high school, the additional time being given to drill work, thus greatly reducing the percentage of failures.

The geometry offered in IX A is that commonly offered in the first half of the tenth year in high school.

*Foreign languages.*—The introduction of the foreign languages in the intermediate school has come as a result of the fact, long recognized by the best teachers of the languages, that students intending to take up such work should do so at an earlier period of life than is customary. Foreign schools have taken cognizance of this and placed the beginning of such study at least two years before the usual time of taking up language-study in this country.

Several reasons may be advanced for this contention, among which may be mentioned the greater imitative powers of the younger student resulting in better pronunciation, and an adaptability to the demands of a new language with little or no feeling of self-consciousness. The same methods are used as in the high school, but much more attention is given to the conversational side of instruction. Only those features of technical grammar are introduced at first which will serve to master the particular difficulty under consideration. The aim has been to base the work upon the interests of the child rather than upon conjugations and declensions, and the other intricacies of technical grammar. The course has been arranged so that the earlier part has much in it pertaining to the everyday life and environment of the student. By degrees the formal part of grammar is introduced until, at the end of the course, not only much practice in conversation has been given, but also the technical elements have received their proper amount of emphasis.

The languages offered are Latin, French, German, and Spanish, the entire course covering three years' work. The result of three years' experience has been on the whole gratifying, and pupils completing the intermediate work satisfactorily have been able

to take up the work of the third year of high school, thus saving a year of the high-school course in foreign language.

*History.*—The reality of history is the life and progress of mankind; but this appreciation may be gained only through a broad knowledge of the world and a careful training in its records. Intermediate schools are privileged in having teachers trained for high schools, by travel and higher educational institutions, and in having well-equipped libraries.

Seventh- and eighth-grade history classes take a careful elementary survey of United States history and spend about five months on the study of civics, including topics of the day. Current events and the political situation are made real and alive by debates and class discussions, and an attempt is made to train boys and girls for the duties and obligations of citizenship by imposing questions of self-government and responsibility regarding the rights of others in the school itself as a democratic community.

Ancient history is introduced in the ninth year by a brief survey of the earlier civilizations, followed by the story of the Greeks to the Persian wars, when a more detailed study is made of the eastern nations. The rest of the term is devoted to the great and virile periods of the leading Greek cities; emphasizing art through pictures, literature through well-chosen selections, and Greek ideals through biography and story. The political and economic development of the Roman republic is followed by a study of the Roman empire in Italy and in the provinces.

*Home economics.*—The underlying purpose of the course in home economics is to create and develop individuality, efficiency, and self-dependence, giving the girl a better understanding of the duties of women as producers and consumers, and intensifying the interest in all matters pertaining to the home and the extension of its influence.

In sewing, our girls have been taught to make the garments they wear, to do fancywork, to design costumes, and are given lectures on textiles and on economy in the purchase and use of materials. Many of our girls wear simple dresses that they have made themselves.

In cooking, a systematic study is made of the production and manufacture of food materials, their wholesomeness and digestibility, nutritive value and cost. Constant training is given in order, neatness, methods of cleaning, care and use of utensils, and laundry work. The actual preparation and serving of simple meals—breakfasts as well as luncheons and dinners—each week, the careful consideration of their cost and proper balance in nutritive values, have shown splendid practical results. Throughout all the work an effort is made to keep a high ideal of the dignity of labor and to apply the principles learned to the problems of everyday life. Each school maintains a cafeteria in which pupils may secure a noon lunch at as near cost as possible. Much of the preparation of food, the serving, and the managing is done by the pupils. The cooking department provides such food as may furnish lessons for demonstrations in cooking classes. In most schools the general management of the cafeteria is assigned to the teacher of cookery, who supervises the various phases of the work.

*Woodwork.*—The intermediate school through its woodshop offers to the boy double the amount of manual training heretofore given in the seventh and eighth grades. In the ninth year he is permitted to elect the work if he so chooses. Well-selected type forms are first given, and to these the boy may add supplemental models as his peculiar ability and needs may direct. Independence, both in the form of design and in the peculiarity of construction, as well as in the work itself, is developed. Thus the boy gains through the woodshop the self-confidence necessary to the proper mastery of himself.

The addition of several of the elementary wood-working machines to the regular bench equipment has done much for the efficiency of this department.

*Bookkeeping.*—The subject of bookkeeping is an elective in the seventh grade and is continued throughout the three years' course. The strongest argument in favor of introducing it at this time is that the children like it and become more enthusiastic over it than do the pupils of regular high-school age. Many pupils of the seventh and eighth grades have not learned to get the exact meaning from a printed sentence or paragraph. They soon realize that

only a partial understanding of even one sentence means failure. Here is their first opportunity for a practical application of their knowledge of arithmetic, and they soon learn that accuracy is essential to success.

Only the simplest elements of bookkeeping are presented during the first year, and the transactions are kept well within the experience and comprehension of the child. The aim is to educate the child rather than to make of him a professional bookkeeper. In the eighth grade the pupil writes checks, notes, drafts, etc. He learns the meaning and importance of leases, contracts, and deeds; how real estate is transferred; and how and why contracts and deeds are recorded. He keeps the accounts of business transactions involving the use of such papers, and by this time he has learned to make financial and business statements, and to close a set of books with a considerable degree of accuracy. In the ninth year, besides continuing the work of the previous grades, the pupil is expected to study something of the workings of a bank and to learn the purpose of corporations and how they are formed. The aim throughout the entire course is to give such training as will be of value to any boy or girl, whatever his or her position in life may be.

*Stenography.*—The subject of stenography seems peculiarly adapted to the intermediate schools. The shorthand satisfies the longing which comes to the heart of every child for a secret method. It satisfies his desire for "short cuts." He acquires with great satisfaction the ability to record whole sentences with but a few strokes of his pencil. The method used is simple, based upon syllabic sounds.

Typewriting requires neatness, accuracy, carefulness, and a knowledge of spelling and composition. The touch method only is used. Children at this age have the required ability and skill, and are delighted with this work which centers about the co-ordination of hand and mind.

While the power of children in the intermediate schools to grasp the subject of stenography is limited by their general development, the chief aim of the study consists in its educational power rather than in making expert office workers. As a factor in retain-

ing the interest of the student, in developing the power of concentration and close application, in making familiar the terse, simple English and good business forms, it is unequaled.

*Music.*—Instruction in music is given in the seventh grade and half of the eighth grade and is made elective in the ninth grade. In addition to regular class work in music the schools organize choruses, glee clubs, orchestras, etc., and encourage individual effort. Instrumental as well as vocal selections by individuals and groups have a very beneficial effect upon performer and hearer. They inspire all to renewed effort and give a keener appreciation of the good in music.

*Drawing and applied arts.*—The object of drawing and applied arts is to stimulate the need for beauty in all the practical things of life. It strives to bring about perfection in line proportion and color while developing a perfect workmanship. It is the aim that pupils should observe, choose, and create things of usefulness and beauty, and having learned discrimination from the world of things to make finer choices in the mental and moral problems of life. They are expected to carry the subjects farther each year, and more opportunities are given to apply what they learn to articles of use to themselves and their friends or to the school. Designs are worked out in leather, metal, clay, embroidery, or stenciling, varying according to the conditions or equipment of the different schools.

Color harmony is studied in relation to dress, suitable combinations, for boys—suit, cap, tie, and shirt; for girls—dress, hair ribbons, coat, and hat. Designs for embroidery of underwear and simple dresses or collars are made in white and in colors and are carried out in the sewing department. Color is also studied in relation to the furnishing of a room and the arranging of a garden. The work is correlated with other school interests through book covers and posters.

*Mechanical drawing.*—The aim of the mechanical drawing course is threefold: to develop accuracy and neatness while forming a knowledge for making and reading plans and drawings; to stimulate the ability to sketch and to turn sketches into working plans; and to train boys who want to take up draughting as a

business. The course includes freehand and block lettering, working drawings from woodshop and machine objects, sketching, a few geometric problems, projections, section, intersections, triangulation, architectural drawings, and lettering.

*Penmanship.*—Penmanship is required in the seventh year in all courses. It is an elective in the eighth and ninth years in the general course. In the commercial course it is required the first two years, and is an elective in the ninth year. The endeavor is to teach the pupil to write a good rapid style, combining ease, legibility, and endurance.

*Geography.*—In the first half of the seventh grade the pupil finishes the course in geography. The work consists of a brief summing up of the important facts concerning each of the grand divisions, but Europe is taught in detail. The United States, and especially California, are studied in their relation to other countries.

The interest in foreign countries is broadened by the abundant use of pictures, by short stories depicting the life of the people studied, and also by brief sketches of the lives of their noted characters. In some classes it has been possible to make use of the balopticon to great advantage in reflecting suitable pictures for class exercises. The school library has proved a great help in enlarging and making real the subject-matter.

*Physiology.*—Physiology is taught in grades VIII B and VIII A. Instruction is given in the science laboratory, where experiments before the class emphasize the subject-matter of the course. To help the developing boy and girl not only to know facts relating to the body but to make use of them at the most impressive period of his or her life is made the chief aim.

*Physiography.*—The work of the ninth year in physiography is identical with the first-year high-school science. The aim of the work is twofold, viz., to implant within the pupil a love for the study of science and to give him a better understanding of everyday phenomena. It introduces him to all the physical and biological sciences and thus gives him a foundation for an intelligent choice in further work in science.

*Physical training.*—The work in physical training is carried on under the direction of competent instructors employed on the same basis as teachers of other subjects. Two periods a week are required of all pupils unless excused on account of ill health. For the girls, the work consists of marching, running, calisthenics with or without apparatus, folk-games, gymnastic games, indoor and volley-ball. The boys are given work with dumbbells, Indian clubs, tactics, and free play in such games as soccer, basket-ball, volley-ball, indoor and outdoor baseball, and track work. In these games the boys are divided into three classes according to size so as to include everyone.

The attempt is made with both boys and girls to cultivate in them a desire for, and a love of, play, and to build up good, healthy bodies. Practically all the work is done in the open air. The endeavor has been to have all pupils enter into the games rather than to develop expert teams to represent the various schools in contests.

*School activities.*—The grouping together of the seventh, eighth, and ninth grades has placed in one school boys and girls of about the same age, tastes, and interests. This has made possible some form of student government in each school whereby students assume control of various student activities under their own officers and student administration. The policy here stated is in line with the present-day feeling that if our democracy is to prosper the beginnings must be laid in the public school, and students must early be taught the duties and responsibilities that fall upon the individual in a democracy. The adolescent child is at a most impressionable age and the ideals developed at this time are enduring in character. Because of this fact and the further fact that school life for many must terminate during these years, it is all the more important that the student become familiar as soon as possible with the life of the larger community of which he is later to become a member.

All of the intermediate schools have placed certain phases of school administration and school activity under student control differing in each locality according to the varying conditions that

are encountered. It is the consensus of opinion that there has arisen in pupils a better attitude toward school and a greater desire to co-operate in those things that make for a more wholesome school atmosphere.

Debating teams, camera clubs, orchestras, and glee clubs have been organized. Athletics are largely inter-class rather than inter-school, the aim being to develop many instead of the few who make up a team. Physical directors have had charge of week-end hikes to the mountains or the seashore with groups of boys or girls. Student bookstores provide for exchange of textbooks, and lunch counters or cafeterias furnish generous hot lunches on the school grounds.

*Adjustment of high schools to intermediate schools.*—As might have been anticipated, the problem of adjustment was one of the first to confront those directing the two types of schools. The courses have been so arranged that pupils enter the intermediate school from the elementary school without question. The more serious problems lay in the proper adjustment between high and intermediate schools. The newness of the plan rendered it a difficult matter to judge accurately as to how much might be done in the new type of school. The question has been in the hands of a committee composed of both high and intermediate principals and teachers. A general desire on the part of the high schools to co-operate has helped materially to make the problem less difficult.

The more delicate phases of adjustment have arisen in the subjects which are found in the two schools, such as the commercial branches and the foreign languages. The beginner in the intermediate school, because of his greater immaturity of mind, will not be able to parallel the work of the beginner in the high school. In all cases, however, it has been found possible to recommend that students covering the full course of the intermediate school be allowed advanced standing in the high school; or, in other words, the work done herein carried the student farther than if he had delayed electing the subject until entering high school. The average number of high-school credits received by the pupils in Grade IX A in five schools, June, 1914, was 11.1, which was a saving of almost one half-year of high-school attendance.

Statistics relative to intermediate schools follow:

TABLE I

## ENROLMENT OF PUPILS OF THE SEVENTH, EIGHTH, AND NINTH GRADES

Year 1913-14	Seventh	Eighth	Ninth	Total
In intermediate schools.....	2,774	2,339	948	6,061
In grammar schools.....	2,755	2,280	.....	5,035
In night schools.....	628	1,515	.....	2,143
In high schools.....	.....	.....	2,984	2,984
Total.....	6,157	6,134	3,932	16,223

TABLE II

## NUMBER OF TEACHERS EMPLOYED AND THEIR CERTIFICATION

School	Teachers	High-School Certificate	Special Secondary Certificate	Elementary Certificate
Lincoln High School.....	49	33	15	1
Custer Ave. Intermediate....	27	10	15	2
Virgil Ave. Intermediate....	24	14	8	2
Berendo St. Intermediate....	26	12	13	1
Sentous St. Intermediate....	28	14	14	.....
Thirtieth St. Intermediate....	39	19	20	.....
McKinley Ave. Intermediate....	35	11	21	3
Fourteenth St. Intermediate....	32	13	16	3
Boyle Heights Intermediate....	43	17	18	8
Total.....	303	143	140	20

TABLE III

## SALARIES RECEIVED BY TEACHERS (12 PAYMENTS)

Salary per month.	\$62	\$74	\$82	\$86	\$94	\$98	\$100	\$105	\$110	\$115	\$120	\$125	\$130
Teachers employed	I	I	2	I	I	I	22	7	21	22	16	21	187

TABLE IV

NUMBER OF PUPILS ENROLLED IN VARIOUS COURSES AND SUBJECTS, MAY, 1914

Grade	General Course	Commercial Course	Vocational Course	Total
VII B . . . . .	1,386	89	10	1,485
VII A . . . . .	1,360	140	1	1,501
VIII B . . . . .	1,079	115	23	1,217
VIII A . . . . .	974	131	49	1,154
IX B . . . . .	658	123	52	833
IX A . . . . .	501	87	31	619
Total . . . . .	5,958	685	166	6,809
Boys . . . . .	2,980	315	96	3,391
Girls . . . . .	2,978	370	70	3,418

Algebra . . . . .	1,970	Geography . . . . .	1,485
Arithmetic . . . . .	2,986	History, United States . . . . .	3,786
Bookkeeping . . . . .	1,643	History, ancient . . . . .	614
Commercial arithmetic . . . . .	482	Music . . . . .	4,407
Cooking . . . . .	2,662	Oral English . . . . .	1,679
Drawing, freehand . . . . .	3,347	Penmanship . . . . .	3,701
Drawing, mechanical . . . . .	500	Physiography . . . . .	615
English . . . . .	6,809	Physiology . . . . .	2,371
Foreign languages:		Sewing . . . . .	2,993
French . . . . .	497	Spelling . . . . .	6,809
German . . . . .	816	Stenography . . . . .	1,737
Latin . . . . .	596	Woodwork . . . . .	2,773
Spanish . . . . .	2,819		

TABLE V

AMOUNT OF HIGH-SCHOOL CREDIT ALLOWED TO PUPILS OF INTERMEDIATE SCHOOLS

Subjects	VII B	VII A	VIII B	VIII A	IX B	IX A
Algebra . . . . .			$\frac{1}{2}$	$\frac{1}{2}$	1	
Ancient history . . . . .					1	1
Bookkeeping . . . . .	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Commercial arithmetic . . . . .					1	1
Cookery . . . . .					$\frac{1}{2}$	$\frac{1}{2}$
English . . . . .					1	1
Freehand drawing . . . . .			$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{1}{2}$
French . . . . .	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	1	1
Geometry . . . . .						1
German . . . . .	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	1	1
Latin . . . . .	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	1	1
Mechanical drawing . . . . .			$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Music . . . . .					$\frac{1}{2}$	$\frac{1}{2}$
Glee Club orchestra . . . . .					$\frac{1}{2}$	$\frac{1}{2}$
Oral English . . . . .					$\frac{1}{2}$	$\frac{1}{2}$
Penmanship . . . . .					$\frac{1}{2}$	$\frac{1}{2}$
Physiography . . . . .					1	1
Sewing . . . . .	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{1}{2}$
Spanish . . . . .	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	1	1
Stenography . . . . .	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{2}$
Woodwork . . . . .	$\frac{1}{2}$	$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{1}{2}$

TABLE VI

AGE ON SEPTEMBER 1, 1914, OF PUPILS PRESENT OCTOBER 30, 1914, IN  
INTERMEDIATE SCHOOLS

Age	AGES OF BOYS												Total	Average Age
	10	11	12	13	14	15	16	17	18	19	20			
Grade VII....	7	104	350	429	313	137	39	6	0	0	1	1,386	13.11	
Grade VIII....	2	28	118	279	383	222	59	6	2	1	0	1,100	13.78	
Grade IX....	0	0	15	78	240	209	136	35	7	2	1	723	14.72	
Total.....	9	132	483	786	936	568	234	47	9	3	2	3,209	13.70	

  

Age	AGE OF GIRLS												Total	Average Age
	10	11	12	13	14	15	16	17	18	19	20			
Grade VII....	8	108	387	403	250	82	30	2	0	0	0	1,270	12.9	
Grade VIII....	0	6	96	368	186	57	9	1	0	0	0	723	13.3	
Grade IX....	0	0	7	71	274	256	90	20	1	0	0	719	14.57	
Total.....	8	114	490	842	710	395	129	23	1	0	0	2,712	13.4	

TABLE VII

PUPILS GRADUATING FROM GRADES VIII A AND IX A OF INTERMEDIATE SCHOOLS

Grade VIII A	February, 1914		June, 1914		Total
	Per Cent		Per Cent		
Number of graduates.....	667		883		1,550
Returned to the same school.	525	78.7	665	75.1	1,190
Transferred to intermediate schools.....	29	4.3	14	1.5	43
Transferred to city high schools.....	52	7.7	69	7.8	121
Entered private schools.....	10	1.4	14	1.5	24
Out on account of sickness, travel, etc.....	9	1.3	13	1.4	22
Left the city.....	15	2.2	57	6.4	72
Working.....	27	4.0	51	5.7	78

  

Grade IX A	February, 1914		June, 1914		Total
	Per Cent		Per Cent		
Number of graduates.....	355		479		834
Transferred to city high schools.....	307	86.4	435	99.8	742
Entered private schools.....	7	1.9	6	1.2	13
Out on account of sickness, travel, etc.....	9	2.5	8	1.6	17
Left the city.....	8	2.2	7	1.4	15
Working.....	24	6.7	23	4.8	47

  

Average high-school credits .....	9.5		10.65		10.2
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Average high-school credits of the IX A pupils in the five intermediate schools maintained for three years was 11.1.

TABLE VIII  
PERCENTAGE OF THE PUPILS IN VARIOUS GRADES AND YEARS

Year	In Kindergarten to Grade VI	In Grades VII-IX	In Grades X-XII
1896-97.....	84.4	13.3	2.6
1897-98.....	83.4	13.4	3.2
1898-99.....	83.0	13.8	3.4
1899-1900.....	81.7	14.2	3.4
1900-1901.....	83.2	13.7	3.2
1901- 2.....	83.5	13.4	3.1
1902- 3.....	82.8	14.3	3.0
1903- 4.....	82.4	14.9	2.8
1904- 5.....	82.3	15.2	2.7
1905- 6.....	79.6	16.6	3.0
1906- 7.....	79.8	16.6	3.4
1907- 8.....	78.0	17.8	3.8
1908- 9.....			
1909-10.....	75.8	19.5	4.8
1910-11.....	74.9	19.9	5.1
1911-12.....	74.2	20.0	5.4
1912-13.....	73.8	19.7	6.3
1913-14.....	73.3	20.3	6.6
Average of the first seven years:			
1897-1903.....	83.2	13.7	3.1
Average of the second seven years:			
1904-11.....	79.0	17.2	3.6
Average of the last three years:			
1911-14.....	75.8	20.1	6.1

#### ADVANTAGES OF THE INTERMEDIATE SCHOOL

1. It offers an opportunity to elect subjects suited to individual needs.
2. It gives departmental instruction under specialists and prepares students to meet the requirements of higher schooling.
3. It saves time by pursuing subjects rather than grades.
4. It provides better organization and equipment.
5. It encourages intelligent self-direction through student government and student activities.
6. It enables students to come in contact with more men teachers.
7. It furnishes an opportunity to correct mistaken judgments with regard to studies and courses with less serious results than in the high school.

8. It makes easier a second differentiation of work at the end of the three years.

9. It overcomes the temptation to drop out of school at the end of the compulsory period, or the eighth year. Pupils are doing high-school work and remain in school.

10. It provides more schools and hence makes them more convenient to all.

11. It takes the student at the beginning of the adolescent period, the most important period of life.